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ABSTRACT

This Guidebook details the work of Hispanic organizations involved with educational issues, cultural issues, and social service concerns. The directory was created as a resource guide for individuals and groups interested in the work of Hispanic groups or in exploring issues relevant to the Hispanic community. This first edition of the Guidebook does not list organizations primarily identified as Mexican American. Each listing explains the purpose of the organization and describes its area of specialization, service provision, constituency, and publications. The last section of the Guidebook gives (1) a brief explanation of the ERIC database and how to use it when searching for documents about Hispanics or Hispanic concerns; (2) a selected bibliography on materials about Hispanic Americans; (3) an index of organizations included in the Guidebook by scope of interest; and (4) an index of organizations by geographic location. (Author/CMG)

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Guidebook to Hispanic Organizations And Information

Compiled by

Ellen Meier

and

Maryellen Lo Bosco

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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ERIC CLEARINGHOUSE ON URBAN EDUCATION
Institute for Urban and Minority Education
Teachers College, Columbia University
New York, New York 10027

Guidebook to Hispanic Organizations And Information

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Fall 1983

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INTRODUCTION

The Guidebook to Hispanic Organizations and Information was developed by the ERIC Clearinghouse on Urban Education, the dissemination arm of the Institute for Urban and Minority Education at Teachers College, Columbia University. Its purpose is to detail the work of the Hispanic organizations involved with educational issues, cultural issues, and social service concerns. The directory was created as a resource guide for individuals and groups interested in the work of Hispanic groups or in exploring issues relevant to the Hispanic community.

The Clearinghouse's organizational mailing lists were used to solicit responses to a brief questionnaire. Those on the original mailing list were in turn asked to nominate other Hispanic organizations for possible inclusion in the Guidebook. After two generations of responses and nominations, the organizations which were within the proposed parameters for the Guidebook were collated and organized. Descriptions of the organizations are for the most part drawn directly from the organizations' self-descriptions and materials.

This edition of the Guidebook does not list organizations primarily identified as Mexican American. It does not include federal agencies (although some federally funded projects do appear), exclusively bilingual school or university programs, or religious and political groups (unless they are primarily oriented toward social service). Future editions of the directory may broaden the present organizational

scope.

The last section of the Guidebook gives (1) a brief explanation of the ERIC database and how to use it when searching for documents about Hispanics or Hispanic concerns; (2) a selected bibliography on materials about Hispanic Americans; (3) an index of organizations by scope of interest; and (4) an index of organizations by geographical location.

Although we have tried to include as many organizations as possible within this directory's designated scope, it is by no means all-inclusive. We would appreciate information about any organization you would like to see included in future editions of the Guidebook. It is anticipated that regular updates of this directory will continue to provide timely and useful information about Hispanic organizations for those interested in using the resources described in the pages that follow.

ACCESS, Inc.
4340 East-West Highway, Suite 906
Bethesda, Maryland 20814
(301) 656-8558
Gerald Griffin, Executive Director

As a nonprofit educational organization, the Access Institute is dedicated to increasing cross-cultural understanding and fostering self-help opportunities and leadership among Hispanic groups.

The Institute was founded by the Association for Cross-Cultural Education and Social Studies, Inc., an affiliate of the management research and consulting firm of L. Miranda and Associates, Inc., in Washington, D.C. (See separate listing in this Guidebook.) Through research, the group develops models for individual growth and attainment and makes effective use of cultural diversity.

The Institute's work is in three areas. The Leadership Training/ Development component brings Hispanic leaders and potential leaders together to examine and study contemporary issues in National Symposia, Summer Institutes, and Internship Programs. The Language and Life Skills Training component teaches English language skills, coping skills, and job skills to people with limited English proficiency. The Cultural Diffusion component develops bilingual and audiovisual materials and designs seminars and other information exchanges between international/cultural institutions.

Alternativas
P.O. Box 424
Senorial Mall Station
Rio Piedras, Puerto Rico 00926
(809) 760-5017
Blanca Facundo, Director

Alternativas is a network of workers who advocate the empowerment and liberation of workers across the United States, in Puerto Rico, and in Third World and European countries.

The center serves as a resource for information and materials on progressive education; its focus is on the Latino community at the grassroots level. The Center perceives education as a means for social transformation and follows the ideas of Paulo Freire. Alternativas, the organization's monthly publication, serves as a vehicle to exchange resources and materials and as a forum for ideas.

Services available include the publication Alternativas, a collection of books on the pedagogy of the oppressed, technical assistance in Freirian programs of education, and personnel preparation and program evaluation of a qualitative nature. The organization also provides information and materials on progressive education through their Resource Center. Fees are established according to an institution's ability to pay for services.

Aspira of America, Inc.
114 East 28th Street
New York, New York 10016
(212) 889-6101
Mario A. Anglada, Director

The educational and leadership development of low-income youth is the goal of Aspira of America. This national organization's local offices are in Florida (Miami), Illinois (Chicago and Waukegan), New Jersey (Hoboken, Jersey City, Newark, and Patterson), New York (Brooklyn and the Bronx), Pennsylvania (Philadelphia and Westchester), and Puerto Rico (Ric Piedras). The New York City office is Aspira's national headquarters, and the Washington, D.C. office is the center for advocacy and lobbying activities.

Since its founding 21 years ago, Aspira has helped place over 30,000 Hispanic students in college. Aspira members are frequently granted space in local high schools in order to counsel students on career opportunities, college admissions, and financial aid. Aspira has successfully participated in litigation over laws involving bilingualism in the public schools.

Publications include the organization's Annual Report and Metas, a journal of research and policy analysis on education and related social issues that affect Puerto Ricans and other minority groups. Aspira raises funds through grants from the federal government, private corporations, foundations, and individuals.

Association of Caribbean Studies
University of Miami
P.O. Box 248231
Coral Gables, Florida 13124
(305) 233-9836
O.R. Dathorne, Director

Founded in 1979, the Association of Caribbean Studies disseminates information about the Caribbean, publishes the Journal of Caribbean Studies and a newsletter, and hosts an annual conference.

Services are available through individual or group membership in the Association: membership is $25.00 for individuals and $100.00 for groups. Members receive the Journal of Caribbean Studies, the newsletter, special rates at the annual conference, and information regarding the publication of available literature relevant to Caribbean Studies, including the association's monograph series. The association's primary audience are academic specialists.

Past conferences held by the Association have covered these topics: issues in Caribbean studies; new directions in Caribbean studies; the Caribbean in transition; and tradition, change and revolution in the Caribbean. The Journal is published two to three times a year and features research on the Caribbean. To date, a number of issues have been published that were devoted to Leon Damas; a quantitative issue about economic and financial matters was published; and special issues on Haitians and Cubans were also produced.

Association of Hispanic Arts, Inc. (AHA)
200 East 87th Street
New York, New York 10028
(212) 369-7054
Ms. Jane Delgado, Director

In its function as arts service organization, the Association of Hispanic Arts gathers and disseminates information on Hispanic arts activities produced and presented by member organizations.

Services available include a bimonthly newsletter (in English), a monthly Spanish listing called Cartelera, an annual Hispanic Arts Festival, workshops and conferences, and a library of funding resources. The group's mailing list is also made available to nonprofit organizations. The group's primary audience are members of the Hispanic community.

Publications include the Hispanic Arts Newsletter, Directory of Hispanic Artists and Organizations, and Directory of Public and Private Funding Sources. Both Directories serve as resource guides. The funding Directory is updated regularly and lists those corporations and foundations which tend to fund Hispanic activities and endeavors. The artists' Directory gives biographical information about Hispanic artists in the metropolitan area and background about the member organizations which are the constituency of the Association of Hispanic Arts.

Association of Puerto Rican Executive Directors (APRED)
853 Broadway, Suite 2007
New York, New York 10003
(212) 460-5120
Eric J. Arroyo, Director

The Association of Puerto Rican Executive Directors is a consortium of the chief executives of leading human service agencies serving New York's Puerto Rican and Hispanic community. The APRED mission is to provide a vehicle for collective discourse and action for improving and expanding human services to Puerto Ricans and other Hispanics.

APRED activities include:

- representation of the Association views to all appropriate public and private sector decision makers
- maintenance of a cooperative working relationship among APRED member groups
- collection of data that will help determine the health and human service requirements of the Puerto Rican community and development of strategies to meet those needs
- provision of support services that will enable member organizations to maximize available resources and achieve efficient service delivery
- participation in coalitions with compatible interests
- enhancement of APRED and individual member-agency fundraising activities.
- provision of information and referral services to the community.

APRED has published two volumes in the Puerto Rican New Yorkers Series on household and population and on employment. Two additional volumes will complete the Series. APRED also publishes an annual report.

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Center for Advanced Studies on Puerto Rico and the Caribbean
San Sebastian No. 1
Old San Juan, Puerto Rico 00904
(809) 723-8772/4481
Ricardo E. Alegría, Director

The Center for Advanced Studies on Puerto Rico and the Caribbean is a small graduate institution which expects to accomplish the following objectives through its academic program and activities:

Promote the study and knowledge of Puerto Rican history and culture in relation to the Caribbean, from prehistoric times to contemporary manifestations.

Raise consciousness among the Puerto Rican people about their participation in the geographic, historical, and cultural world of the Caribbean.

Train persons by means of a graduate studies program (M.A.) focusing on analysis, research, and study of the relevant aspects of Caribbean history, society, and culture.

Contribute to a greater understanding of Puerto Rico's position within the socio-historical context of the Caribbean.

Sponsor cultural exchange and activities such as conferences, colloquia, exhibits, concerts, publications, etc., which will lead to a wider understanding of Caribbean history and culture.

Caribe, yearly periodical published by a group of students at the Center, contains students' research papers and articles on history, literature, folklore, and the social sciences.

Center for Migration Studies of New York, Inc. (CMS)
209 Flagg Place
Staten Island, New York 10304
(212) 351-8800/08/14/15
Lydio F. Tomasi, Director

An educational, nonprofit institute founded in New York in 1964, the Center for Migration Studies is committed to encouraging and facilitating the study of socio-demographic, economic, historical, political, legislative, and pastoral aspects of human migration and refugee movements.

CMS carries out its goals through scientific research in the field of migration and refugees; through collection and processing of archival documentation and expansion of its specialized library; and through seminars, conferences, symposia, and services to the community. The Center's primary audience include colleges and universities, policymakers, researchers, and VOLAGS (Voluntary Resettlement Agencies) funded by the U.S. Department of State.

The Center produces the quarterly, International Migration Review, a scholarly publication, and Migration Today, a bimonthly magazine on migrants and refugees. The Center also publishes books, monographs, bibliographies, documents, and occasional papers. Publications lists may be obtained by writing to the Center for Migration Studies.

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Centro de Estudios Puertorriquenos
Hunter College
445 West 59th Street
New York, New York 10019
(212) 489-5260
Frank Bonilla, Director

Founded by the City University of New York in 1973, the Centro de Estudios Puertorriquenos promotes an integral analysis of Puerto Rican society that establishes links between the island situation and its extensions in the "barrios" of the United States. The Centro has begun to produce an interpretation of the migration process and its social, cultural, and linguistic dimensions.

To accomplish its goals, the Centro is organized into five task forces: history and migration, language policy, culture and the arts, higher education, and film. Although the Centro is principally engaged in research, time is also devoted to teaching and organizational activities. The Centro library contains extensive holdings related to the Puerto Rican experience; an administrative unit coordinates activities on a day-to-day basis.

The Centro engages in collaborative efforts with a large number of Puerto Rican organizations in the United States and Puerto Rico. Publications include numerous books and articles and a series of working papers on such topics as national culture, migration, Caribbean independence movements, the Puerto Rican working class, language policy, bilingual education, and Puerto Ricans in higher education.

Centro de Estudios sobre la Migracion Puertorriquena
Pennsylvania State University
College of Education, 176 Chambers Building
University Park, Pennsylvania 16802
(814) 865-6321
Joseph Prewitt Diaz, Director

Centro de Estudios sobre la Migracion Puertorriquena serves as an umbrella organization for Puerto Rican graduate students conducting research on psychology in the schools and publishing both in Puerto Rico and on the Mainland. The Centro publishes occasional monographs of the fieldwork on which the graduate students are engaged.

Services available through the Centro include assisting in research efforts and helping students find publishers for the materials they produce. The Center also seeks funding from private institutions in Puerto Rico for the support of Puerto Rican graduate students who have identified an area of study. The people involved with the Centro are primarily bilingual educators, school psychologists, and psychometricians.

The Centro publishes three monographs per year; they contain several articles each on such topics as bilingual education, parenting, community-based education, and educational alternatives for recently arrived Puerto Rican students. Monographs are free and can be obtained on request.

Centro de la Comunidad
109 Blinman Street
New London, Connecticut 06320
(203) 442-4463
Luz Gonzalez, Director

Previously called Nuestra Cosa and SACO, Centro de la Comunidad is organized to increase educational levels, employability skills, and survival skills of New London's Hispanic residents. The organization promotes the emotional and social development of its clients and assures that their basic needs are met. The organization's Hispanic Employment Advocacy Program keeps a job bank and teaches life-coping skills (resume writing, etc.).

The adult education program employs three bilingual teachers who give ESL training, literacy training in Spanish and English, and preparation training for the G.E.D. (General Equivalency Diploma). A program for displaced homemakers is cooperatively run with Mchegan Community College and Gratton Technical/Vocational School. Other programs include after school tutoring for first to third graders, and career awareness seminars for seventh and eighth graders interested in vocational education. The Centro also offers social services such as family counseling, and information and referral services. No fees are charged by the Centro.

The Centro publishes a schedule of programs and classes (in August) once a year. Although Hispanics are their primary clientele, the Centro serves other ethnic groups who are not English-proficient.

Centro Emiliano Zapata de Aztlan, Inc.
Educational Talent Search Project
P. O. Box 1321
201 11th Street
Alamosa, Colorado 81101
(303) 589-2519/2510
Manuel Sisneros, Director

Qualified high school students or high school dropouts who wish to obtain a postsecondary education are assisted by the Centro Emiliano Zapata de Aztlan, Educational Talent Search Project. The Project began in 1971 and is funded by the U.S. Department of Education.

Project workers assist principals and school personnel in disseminating information about college applications and entrance requirements to high school juniors and seniors. The Project also works with students on an individual basis and provides information on sources of financial aid and how to obtain it. The Project frequently conducts or helps to conduct the SAT/ACT tests.

Most students are contacted through their high schools, but the Project also works with dropouts and continuing education students--thus, the age range of clientele is from 14-67. Services are available at no cost. The Project serves 18 high schools within the U.S. Department of Education's target area within the San Luis Valley and the Trinidad/Walsenburg area of southern Colorado.

Committee on Concerns of Hispanic Women
Division on the Psychology of Women
American Psychological Association
122 Holland Street, #3
Somerville, Massachusetts 02114
(617) 628-8613
Hortensia Amaro, Director

The purpose of the Committee on Concerns of Hispanic Women, which has been in existence four years, is to identify and address issues of concern to Hispanic women psychologists as professionals, scientists, and service providers within the American Psychological Association. It is the Committee's responsibility to make sure that Hispanic women are represented in the professional views and policies that come out of the Division on the Psychology of Women.

The Committee has put together the Directory of Hispanic Women in Psychology, a listing (including area of expertise and place of study or work) of over 200 women who have a masters or doctorate in psychology or those who are studying for a doctorate. The Directory will be updated on an annual basis. The Committee is currently working on an annotated bibliography of work in psychology that pertains to Hispanic women.

The primary audience for the Committee's work are psychologists, mental health workers, and individuals interested in psychological issues.

Community Association of Progressive Dominicans, Inc.
2268 Amsterdam Avenue
New York, New York 10032
(212) 690-5483 or (212) 928-9807
Guillermo Linares, Director

Educational services are provided by the Community Association of Progressive Dominicans, in existence since 1980. The Association also fosters greater communication among community members by sponsoring cultural, recreational, and social activities in the Washington Heights and Inwood Areas of Manhattan.

Services available through the group include high school equivalency preparation, ESL training, tutoring, a summer program, recreation programs, and educational counseling for adults and high school dropouts. The summer program is both educational (teaching the basic skills of reading, writing, and mathematics) and recreational (field trips and other activities). Most services are provided free or at a nominal cost. The group's primary audience include school-age children, K-12, and adults interested in further education.

The Association publishes El Communal, a bulletin reflecting the work of the organization and information of concern to the community. The content of the publication relates to local issues and concerns such as education, housing, health, immigration, culture and youth problems. The bulletin is published quarterly.

Connecticut Association of Latin Americans in Higher Education
P.O. Box 1484
Hartford, Connecticut 06106
(203) 632-2262
Rosa Quezada, President

The primary purpose of the Association is to promote the participation of Latin Americans in postsecondary education. The Association is made up of individuals who work in universities or colleges in a teaching or administrative capacity.

The Association also provides students and parents with information about college admission and enrollment and offers a series of seminars on admissions and financial aid. La Prueba Aptitud Academica (the Spanish SATs) is administered four times a year by the organization. An annual conference is usually held in the third week of April to discuss such issues as corporate funding and lobbying efforts on behalf of Hispanics. The conference is open to the public.

The Association shares information about university positions and provides letters of recommendation. The primary service audience for the Association are faculty administrators, students, and parents. A quarterly newsletter is published.

Council on Interracial Books for Children, Inc.
1841 Broadway
New York, New York 10023
(212) 757-5339
Bradford Chambers, Director

The Council on Interracial Books for Children publishes The Bulletin and a wide range of eductional materials focusing on the content value of children's literature and a key to selecting material that is free of race, sex, age, class, handicap, or militaristic bias.

Primary audience for the Council include librarians, teacher trainers, teachers, human relations specialists, feminists, students, curriculum developers, workshop facilitators, and churches.

The Bulletin, published 8 times a year, analyzes materials for stereotypes, distortions, and omissions of women, Blacks, Chicanos, Asian Americans, Puerto Ricans, and Native Americans. Regular Bulletin departments are "The Bookshelf" (reviews of children's books); "Media Monitor" (evaluation of T.V. programs, movies, and other electronic media); "Independent Exchange"; "Illustrator's Showcase" (features on the work of minority artists); and "Bulletin Board." Subscription to The Bulletin is $18.00 for an institution and $12.00 for an individual. Other materials available from the Council include booklets, lesson plans, pamphlets, filmstrips, curricula, and books. A catalog is available listing prices.

Cuban National Planning Council (CNPC)
300 S.W. 12th Avenue, 3rd Floor
Miami, Florida 33130
(305) 642-3484
Guarione M. Diaz, Executive Director

Founded in 1972 by a group of professionals and volunteer citizens, the Cuban National Planning Council's purpose is to identify the social, economic, and cultural needs of Cubans in the United States and to assist Cubans in their adjustment to American Society.

CNCP researches the specific language, housing, and other social services needs of the Cuban community, including the needs of the elderly, youth, and female-headed households. The Council has completed four federally-funded research projects. In the area of service delivery, the Council has established a network of community programs which include the Hispanic Youth Project (counseling and placement for high-risk, inner-city youth); Empleos (instruction for non-English-speaking immigrants); Progreso (survival skills and acculturation for Mariel refugees); and the Cuban Resettlement Project. The Council offers technical assistance to private groups and government agencies and sponsors conferences and workshops.

The Board of Directors includes representatives from Florida, New Jersey, New York, Massachusetts, California, Illinois, and Washington, D.C. Local community groups are welcome to become CNPC affiliates.

Cuban Planning Council
P.O. Box 122
Glen Oaks Station
Glen Oaks, New York 11004
(212) 898-3600
Jose Prince, Director

The Cuban Planning Council of New York is part of the Cuban National Planning Council which has chapters in several states. The Planning Council is nonpartisan and is dedicated to serving the needs of Cuban Americans and defending their rights. The Council plays an advocacy role for the Cuban community as an ethnic minority.

The Council works through a network of volunteers made up of Cuban-American professionals (teachers, lawyers, psychologists, social workers, counselors, etc.). The volunteers handle the problems of individuals (social, psychological, educational, legal, etc.) through direct intervention when feasible or by referral to other agencies when appropriate. In its advocacy role, the Council provides speakers on issues relevant to the Cuban and Hispanic communities and invites the general public. Statements are published as the need arises.

The Council has a data bank of newspaper clippings, research, and books related to Cuban Americans or to issues that concern them. (See separate listing in this Directory for the Cuban National Planning Council.)

Direction Service
150 W. 105 Street (P.S. 145)
New York, New York 10025
(212) 666-1300
Richard M. Lash, Director

Operated by Sinergia, Inc., a nonprofit, community-based organization, the Direction Service assists families with handicapped children (as defined under P. L. 94-142) in receiving special education and related services for their children and basic subsistence services for their families.

The Direction Service uses a combination of the case-management approach and the self-help group. Direction Service links up families with other service organizations and agencies, provides individual advocacy when necessary (such as escort or translation services), and teaches self-advocacy through the self-help groups.

The Direction Service is available to residents of Community School District Number 3 and primarily serves single-parent Hispanic families with handicapped children. The staff at Direction Service is bilingual and bicultural. The group publishes Los Padres Unidos Newsletter. (See separate listing in this Guidebook for Los Padres Unidos.)

Don Quijote Experimental Children's Theatre, Inc.
P.O. Box 112
Times Square Station
New York, New York 10108
(212) 244-5372
Osvaldo Pradere, Director

Don Quijote Experimental Children's Theatre is a nonprofit, professional, multi-ethnic company of eight actors and actresses, an artistic director, a stage manager, and a technical director. The ensemble was founded in 1974 and uses improvisation, music, dance, mime, and puppetry in their performance.

The theatre is aimed primarily at elemtary school children, teachers, and parents. The theatre group creates and performs entertaining and educational plays for children. This group is the only touring bilingual children's theatre in New York and the Northeast. The plays reflect cross-cultural situations at home, at school, and on the street.

Services available include performances and workshops in acting, mime, puppetry, and clowning for children in grades 1-6. Performance fees range from $400 to $600. Workshops range from $300-$600. The theatre performs regularly throughout the New York metropolitan area in elementary schools and junior high schools, community and day-care centers, libraries, museums, parks, and hospitals. The company is also available for touring.

Evaluation, Dissemination, and Assessment Centers (EDACs)

The Evaluation, Dissemination, and Assessment Centers for Bilingual Education are funded through Title VII of the Elementary and Secondary Education Act and administered through the Office of Bilingual Education and Minority Languages Affairs. The EDACs provide support services on behalf of limited-English-proficient students to the bilingual programs in local school districts, state education agencies, and institutions of higher education.

Support services provided by EDACs are in the following areas:

- evaluating the effectiveness and appropriateness of bilingual materials
- publishing and disseminating evaluation materials, information for evaluating bilingual education programs, and materials developed under the Bilingual Education Act and from other sources
- assessing the needs of limited-or non-English-proficient children; the number of and need for bilingual education personnel; and the need for bilingual curricular materials and student assessment instruments
- developing instruments and procedures for use in needs assessments
- training State Education Agency personnel and other persons working with bilingual education in selection of appropriate evaluation and assessment methods and materials
- carrying out activities approved by the Secretary of the U.S. Department of Education to strengthen bilingual education programs and related training programs.

More specific information about publications (publications lists) and services may be obtained by contacting each EDAC individually.

Listed below are the EDACs and the areas that they service.

EDAC-Cambridge
Leslie College
49 Washington Avenue
Cambridge, MA 02140
(617) 492-0505
Paul Liberty, Director

Services designated area of the Eastern United States (Alabama, Connecticut, Delaware, Florida, Georgia, Kentucky, Maine, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, and West Virginia) plus Washington, D.C., Puerto Rico, and the Virgin Islands.

EDAC-Dallas
3700 Ross Avenue
Box 103
Dallas, TX 75204
(214) 742-5991
Juan D. Solis, Director

Services designated area of the Central United States (Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Louisiana, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, Texas, Utah, Wisconsin, and Wyoming).

EDAC-Los Angeles
California State University
School of Education
5151 State University Drive
Los Angeles, CA 90032
(213) 224-3676
Charles F. Leyba, Director

Services designated area of Alaska, American Samoa, Arizona, California, Guam, Hawaii, Idaho, Marshall Islands, Micronesia, Nevada, Northern Marianas, Oregon, Palau, and Washington state.

Governor's Council on Hispanic Affairs
State Department of Public Instruction, Townsend Building
Dover, Delaware 19901
(302) 736-4885 or (302) 571-2733
Horacio D. Lewis, Volunteer Chairman

In order to give advice to the governor and others regarding issues affecting the Hispanic community in Delaware (some 12,000-15,000), the Governor's Council on Hispanic Affairs was established in 1978. The Council is comprised of a cross-section of Delaware Hispanics who report directly to the Governor's Office.

The activities of the Council include:

- fostering understanding and appreciation of Delaware Hispanics
- reviewing matters regarding Hispanics, conducting hearings, and issuing reports
- making recommendations for action to end discrimination within state government and to establish policies and programs within the executive branch
- reviewing and making recommendations regarding legislation affecting Hispanics
- serving as a clearinghouse for information on Hispanics
- cooperating with agencies concerned with the status of Hispanics
- performing duties imposed by law or assigned by the Governor.

Services performed by the Council include direct intervention to solve problems, investigation of complaints, and awareness development through public relations activities. Publications include periodic reports, an annual report, monthly minutes of council meetings, and special projects such as a film on the Hispanic community.

Governor's Council on the Hispanic Community
378 Forum Building
Harrisburg, Pennsylvania 17120
1709 State Office Building
Philadelphia, Pennsylvania 19130
(717) 783-3877 (Harrisburg); (215) 351-2821 (Philadelphia)
Ms. Min de Collingwood, Director

The advocacy agency for Pennsylvania's Hispanic citizens is the Governor's Council on the Hispanic Community. The organization provides technical assistance to community-based, nonprofit organizations that serve Hispanic citizens. The Council also provides entrepreneurial assistance, information, and referral. The Council's constituents are primarily Hispanics residing in Pennsylvania. Technical assistance includes help in grant writing, budget writing, and in starting new businesses.

The group also publishes a bimonthly newsletter, El Forum, which is distributed throughout the state to Hispanics and others concerned with Hispanic community issues. Articles in El Forum have included a series on Hispanics in the community, and articles on public interest issues, housing, Hispanic artists, and other Hispanic activities.

Higher Education Opportunity Program (HEOP)
Columbia University
School of General Studies
408 Lewisohn
New York, New York 10027
(212) 280-2766
Barbara Moss, Director

The Higher Education Opportunity Program is a New York State funded program which assists those full-time, matriculated students with special educational and financial needs who have the potential to be successful undergraduates.

The program provides supportive services which include a six-week preparatory summer program, tutoring, counseling, and financial aid. Students who are eligible for the program must register for a minimum of twelve credits per term and be working toward their bachelor's degree. They must also be fluent in English. To be eligible for the HEOP program, applicants must be New York State residents for at least one year, be at least twenty-one years of age, have no previous college experience (unless through a similar program), and must meet educational and economic eligibility requirements of the State Department of Education.

To be educationally eligible, applicants must demonstrate an academic weakness and therefore be in need of the support services offered by the program; performance on an admissions examination is one factor in educational eligibility. HEOP students receive comprehensive financial aid packages and financial counseling.

Hispanic Higher Education Coalition (HHEC)
20 F Street, N.W., 2nd Floor
Washington, D.C 20001
(202) 638-7339
Rafael Magallan, Executive Director

Founded in 1978, the Hispanic Higher Education Coalition has a membership of 13 national organizations, each of which has equal input on policy matters and participates in editing the quarterly HHEC Newsletter. The purpose of the Coalition is to improve the participation and support of Hispanics in postsecondary education.

The Coalition develops policy papers on educational issues, provides congressional testimony, offers technical and informational assistance to institutions in the field, and carries on networking activities for the purposes of facilitating proposal development and for securing funding.

Membership is offered to community-based organizations (CBOs), institutions of higher education, and professional associations. CBO member organizations include: Mexican-American Legal Defense and Education Fund; League of United Latin American Citizens; El Congreso Nacional de Asuntos Colegiales; Puerto Rican Legal Defense and Education Fund; Mexican-American Women's National Association; National Council of La Raza; Society of Hispanic Professional Engineers; U.S. Catholic Conference/Secretariat of Hispanic Affairs; National IMAGE Inc., Latino Institute; Aspira of America; National Association for Equal Educational Opportunities; and the Spanish-American League Against Discrimination.

Hispanic Research Center (HRC)
Fordham University, Rose Hill Campus
Thebaud Hall, 2nd Floor
Bronx, New York 10458
(212) 579-2628/29
Lloyd H. Rogler, Director

The primary goal of the Hispanic Research Center is to conduct policy-relevant interdisciplinary research on issues pertaining to the mental health of the Hispanic population--Cubans, Dominicans, other Latin American groups, and Puerto Ricans both in the United States and Puerto Rico.

The Center's objectives are:

to conduct research on mental health issues affecting the Hispanic population

to provide apprenticeship training in order to increase the number of Hispanic scholars researching mental health issues

to provide technical assistance to professionals, students, community leaders, and organizations working to remedy the mental health problems of Hispanic communities

to disseminate results of the center's work and other information on Hispanic mental health

to develop links between individual Hispanic researchers and between these researchers and policymakers.

The Center's efforts are aimed at professionals from varied disciplines, public officials, and persons interested in the welfare of the Hispanic population. Their publications include a monograph series and a quarterly research bulletin. The purpose of the monograph series is to report findings and make policy-relevant recommendations based on research projects undertaken at the HRC.

Hunts Point Multi-Service Program Center, Inc.
630 Jackson Avenue
Bronx, New York 10455
(212) 993-3000/3800
Ramon S. Velez, President

A nonprofit community organization founded in 1967, the Hunts Point Multi-Service Program Center Corporation provides a variety of services to the 50,000-60,000 residents of Health Areas 40, 41, and 42 in the South Bronx.

The policymaking body of the organization is a duly elected Board of Directors, composed of a cross-section of community residents. The long range goal of the Center is "A healthy community." The Center defines good health as the totality of an individual's sense of well-being. Therefore, health care must go beyond the traditional "medical care" and must deal effectively with the total needs of the individual, the family, and the community.

Services provided by the Center include:

a comprehensive ambulatory health services center and a parent and child center; alcohol and drug abuse programs;
family day care;
mental health services;
and economic development projects.

Patient transportation is available upon request. The Health Center also has its own Laboratory, X-ray and Pharmacy facilities. At present, a flat rate of $10.00 is charged to patients not covered by third-party insurance.

Institute for Learning and Teaching
University of Massachusetts, Boston
Dorchester, Massachusetts 02125
(617) 929-7854
Dr. Jean Mac Cormack, Director

The University's outreach programs are housed at the Institute for Learning and Teaching. The Institute introduces innovative programs into the public schools of Boston and its environs and coordinates inservice activities (that are generated by the University) with the public schools of Boston. One of the Institute's major areas of emphasis is a project that pairs monolingual and bilingual classroom teachers in order to have them work together on curriculum development and other activities that will integrate bilingual students into the mainstream.

Services available include teacher training in areas such as bilingual education, multicultural education, writing instruction, and computer education. The primary users of the Institute are student-teachers and tutors, administrators, and university faculty.

The Institute is currently developing a series of training modules that will use the data collected from an exchange program of student teachers in Boston and Puerto Rico and from an eighteen-month ethnographic study of the middle schools in Boston and Puerto Rico.

Institute for Research on Poverty (IRP)
University of Wisconsin
1180 Observatory Drive
3412 Social Science Building
Madison, Wisconsin 53706
(608) 262-6358
Eugene Smolensky, Director

Developed as a national, university-based center for research, the Institute for Research on Poverty studies the cases and consequences of poverty and social inequality in the United States. The Institute was established in 1966 by the U.S. Office of Economic Opportunity. Through a multidisciplinary approach, the Institute has formulated and tested basic theories of poverty and inequality over the years and has developed and evaluated relevant policy alternatives.

The primary audience for the Institute's work are researchers and practitioners. The Institute disseminates research through an active publications program that include scholarly monographs, a discussion paper series, a reprint series, and a newsletter, Focus, published three times a year.

Among its many activities, the Institute researches the nature and causes of poverty, factors at work in the changing incidence of poverty and distribution of income, and varying patterns of social change. The group also explores and evaluates policies to combat poverty and analyzes the labor market problems of disadvantaged workers.

Latino Institute
53 West Jackson Boulevard, Suite 940
Chicago, Illinois 60604
(312) 663-3603
Mario Aranda, Executive Director

Founded in 1974, the Latino Institute is concerned with community problems from unemployment to housing to bilingual education among Hispanics in Illinois. The Institute conducts research and provides technical assistance and training.

The research division of the Institute compiles demographic data on Latinos in Illinois. A project that is expected to be completed in 1984 is a survey, modeled after the U.S. Census, on Latino families in the Chicago metropolitan area. Leadership development is fostered through the Institute's involvement with Catholic parishes in Chicago. Parish-based activities organize communities so that residents can learn how to solve their problems. The naturalization program has been involved in data gathering and coalition building. Its purpose is to speed up naturalization and eventually register citizens to vote. The training program focuses on policy and issues analysis and management training of administrative staff working in Latino social service agencies.

Publications, sponsored by the research division, included the LIDER Newsletter, published four times per year ($5.00 for subscription), and a monograph series ($5.00 per publication) concentrating on issues that affect Latinos.

Latino Youth Development, Inc.
155 Minor Street
New Haven, Connecticut 06119
(203) 776-3480
Maria E. Rodriguez, Director

Latino Youth Development promotes the successful social development of Hispanic youth--with special emphasis on those who are "at risk," as evidenced by dropping out of school, underachievement, unemployment, delinquency, aggressive and destructive acting-out behavior, or difficulty with social relationships.

The organization offers tutoring services to elementary and high school students in academic subjects such as reading (in Spanish and English), writing, and mathematics. Tutoring is done on a one-to-one basis by college students. Recreational activities are centered around social enrichment; games, sports, and cultural activities are all part of the recreation program. A six-week summer program for teenagers (13 and over) provides tutoring in academic subjects and preparation for the work world. A Hispanic Youth Council is in the planning stages. The Council would extend the summer program activities into the rest of the year. Counselors are on staff for immediate crisis intervention; assessment and referral services are also offered.

The organization serves youth, five to eighteen, and their families. At present, all services are free, but nominal fees may be charged in the future.

League of United Latin American Citizens (LULAC)
2590 Morgan Avenue
P.O. Drawer 5427
Corpus Christi, Texas 78405
(512) 882-8284
Arnold Torres, National Executive Director

Founded in 1929 by Ben Garza, The League of United Latin American Citizens is the oldest and largest Hispanic organization in the U.S. The League is organized to protect and defend the Hispanic community with regard to issues such as affirmative action, civil rights, bilingual education, housing, immigration, and employment. Local chapters of the League exist in every state.

The group provides housing for the elderly, LULAC Educational Service Centers, employment services and job training, referral services, and voter registration. State and regional conventions serve as a forum for emerging issues that are of concern to Hispanics. These concerns are brought to the attention of the national office in Corpus Christi, where lobbying efforts begin.

The League serves the general public and publishes Latino Magazine and AVISO, a bimonthly newsletter that alerts membership to legislation or national issues which need immediate attention.

Los Padres Unidos
c/o Direction Service
150 West 105th Street (P.S. 145)
New York, New York 10025
(212) 666-1300
Evelyn Martinez and Mercedes De Cosme, Co-Chairpersons

Working together in self-help projects and with the community at large, members of Los Padres Unidos assist poor, Hispanic families. Los Padres Unidos was formed by families who had originally come to the Direction Service for help with their handicapped children. The threat of elimination of the Direction Service due to budget cuts in 1981 spurred families to become their own advocates.

The group primarily services the disadvantaged Hispanic families in the Manhattan Valley area of the Upper West Side. Anyone who wishes to join is accepted into the organization, but everyone is expected to work to further the progress of handicapped children.

The newsletter, Los Padres Unidos, is published with the Direction Service and informs the membership, the community, and decision makers about the plans and events conducted by Los Padres Unidos and about issues affecting Hispanic youth and families. It also provides a calendar of events, editorials, and a section for children and youth to foster their participation in the program. (See separate listing in this Guidebook for the Direction Service.)

Migrant Legal Action Program, Inc.
806 15th Street N.W., Suite 600
Washington, D.C. 20005
(202) 347-5100
Stephen M. Nagler, Executive Director

The Migrant Legal Action Program is a national legal-services support center that provides litigation and other assistance to legal-services attorneys (those providing free services to low-income individuals) in their representation of migrant and seasonal farmworkers.

Services are provided to legal-services attorneys and to the private bar in their representation of eligible legal-services clients. The program also serves other legal-services programs.

The group publishes Field Memo, a semi-monthly newsletter available for distribution free to legal-services offices and at a $50 annual subscription rate to others. Its purpose is to disseminate timely information about recent decisions or regulatory changes. Other publications are legal-services training manuals and community advocation materials that cover such topics as farmworker labor protection laws, foreign workers, migrant education, pesticides, and housing.

Miranda Associates, Inc.
4340 East West Highway, #906
Bethesda, Maryland 20814
(301) 656-2208
Lourdes Miranda, President

Founded in 1975, Miranda Associates pioneer approaches to facilitate communications and transfer information and skills training to the fast-growing international and domestic Hispanic markets. The firm has conducted hundreds of customized studies, education and training programs, and information dissemination projects and has developed Spanish/English publications for local, national, and international governments and businesses. Miranda Associates use an interdisciplinary team approach to meet individual client needs.

The international staff is organized into two divisions: Business and Industry Services and Government Services. The Business and Industry division assembles technical, demographic, and opinion information necessary for effective decision making and for the training needed in technological jobs. The Government division examines a wide variety of issues to provide information needed for formulation of public policy and assessment of its effectiveness.

ACCESS, Inc., an affiliate group of Miranda, is a nonprofit educational organization dedicated to increasing cross-cultural understanding and fostering leadership among Hispanic groups. (See separate listing in this Guidebook.)

Musica Hispana
440 Riverside Drive, #55
New York, New York 10027
(212) 662-3811
Pablo Zinger, Artistic Director
Ysidro de la Nuez, Executive Director

The propagation of the best music from Spain and all of Latin America as well as the music of Hispanic composers living in the United States is the goal of Musica Hispana. They seek to bring this music to the widest possible audience and provide professional Hispanic musicians with growth and performance opportunities.

The music performed by the group is wide-ranging--from Renaissance music to modern compositions. Their main program is called "Songs from Latin America and Spain" and includes performances of the music of such composers as Rodrigo, Sours, Sainte-Saems, and eighteenth century, Latin-American composers. Other programs use chamber music with various instruments and dual piano recitals.

The organization is made up of musicians, singers, instrumentalists, and the administrative staff. Musica Hispana's audience are all who are interested in Hispanic music. The company is available for touring. Information on when and where performances are being held can be obtained by calling the organization.

National Association for Bilingual Education (NABE)
1201 16th Street, N.W., Room 405
Washington, D.C. 20036
(202) 822-7870
Dr. Gloria Zamora, President

The National Association for Bilingual Education is a nonprofit organization dedicated to recognizing, promoting, and publicizing educational excellence through bilingual education. NABE believes that bilingual education is one means of achieving equal educational opportunity for language minority students and that bilingual education is a means of preserving and expanding the nation's scarce linguistic resources.

NABE promotes bilingual education through networking and referral. Its primary audience are teachers, administrators of local and state education agencies, parents, students, researchers, and others interested in bilingual education. Membership fees are $35 for professionals, $20 for associates, $50 for joint membership, and $50 for institutional and subscription membership.

NABE News is published five times per year, and NABE Journal is published three times per year. The Journal provides articles on instructional methods, language planning, bilingualism, second language learning, and research on bilingual education.

National Clearinghouse for Bilingual Education
1555 Wilson Boulevard, Suite 605
Rosslyn, Virginia 22209
(703) 522-0710
Joel Gomez, Director

Established in 1977, the National Clearinghouse for Bilingual Education is the national information center for bilingual education. The Clearinghouse identifies and maintains current information about organizations that are involved in bilingual education, including government agencies, Title VII Projects, publishers, professional organizations, and other information clearinghouses.

The Clearinghouse commissions and publishes a series of information analysis products which address the specific needs of the bilingual education field. A list of publications is available upon request. Forum, a monthly newsletter, is distributed at no charge.

The Clearinghouse is currently creating a computerized information database designed to provide replies to queries, referrals to primary sources, or particular kinds of bibliographic references. Limited on-line search services are available free of charge. Clearinghouse field representatives, working in cooperation with selected Bilingual Education Service Centers, are also available to provide direct services to meet regional needs. Clearinghouse services are available to teachers, students, project directors, administrators, researchers, and laypersons interested in bilingual education.

National Coalition of Hispanic Mental
Health and Human Services Organizations (COSSMHO)
1030 15th Street, N.W., Suite 1053
Washington, D.C. 20005
(202) 371-2100
Rodolpho Sanchez, Executive Director

The aim of the Coalition is to maintain a national network through which Cuban, Latino, Mexican American, and Puerto Rican communities work together, exchange knowledge and expertise, and guide and support policy, planning, and programs geared toward mental health and human services needs.

COSSMHO's mission is to (1) identify, analyze, and act on research, service, and training needs; (2) identify and improve access to funding resources and personnel to meet these needs; (3) promote a greater exchange of information on policy and program developments that affect local Hispanic communities and the Hispanic population nationwide; and (4) share Hispanic perspectives and expertise with public and private sectors in order to advance sound policy and program development.

Activities sponsored by the Coalition include a biennial national conference and youth symposium and statewide and regional conferences in cooperation with agency affiliates and other organizations serving Hispanic communities. The Coalition publishes reports on conferences, public forums, symposia, and special studies as well as three newsletters: COSSMHO Roadrunner, COSSMHO Reporter, and the National Hispanic Youth Advocate. The Coalition offers technical assistance to members. Membership is open to agencies and individuals.

National Commission on Resources for Youth (NCRY)
605 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 353-3309
Peter Kleinbard, Director

The expansion of young people's participation in society is the goal of the National Commission on Resources for Youth, an independent, non-profit organization founded in 1967. Its fundamental premise is that young people are ready to make significant contributions to their communities and can assume responsible, decision-making roles, become productive partners of adults, and enhance the quality of their own lives by helping others.

Through a national information-sharing network, NCRY seeks out and promotes programs that recognize both the capabilities and the developmental needs of young people. These programs offer young people opportunities to take part in significant, challenging activities that benefit their community.

NCRY provides training and technical assistance and has produced films and video tapes. A wide variety of publications are available through the agency (write for publications list), including Resources for Youth, a biannual newsletter.

National Council of La Raza (NCLR)
Twenty F Street N.W., 2nd Floor
Washington, D.C. 20001
(202) 628-9600
Raul Yzaguirre, President

The National Council of La Raza seeks to improve the life opportunities for Americans of Hispanic descent and to strengthen Hispanic community-based organizations as a means to this end.

Services include technical assistance to Hispanic, community-based groups (usually free) and three-day private sector resource development. NCLR's primary audience are community-based organizations; Hispanic officials; business owners; service agencies serving Hispanics; policymakers at all levels; and the public.

Publications include many policy analyses, statistical summaries, issue briefs, Action Alerts on advocacy issues; Legislative Manual; Migrant Parents Handbook; Annual Legislative (Congressional) Report and Scorecard; periodic research reports; testimony; bi-monthly Education Network newsletter; press releases; and an irregular newsletter. NCLR publishes approximately ten major analyses and many shorter pieces per year. Action Alerts are published six to ten times per year according to need. The Legislative Manual includes introductory material on advocacy for nonprofit and advocacy groups. The Migrant Parents Handbook explains parent advisory council roles and regulations under the federally funded Migrant Education Program. Publications/ price lists are available from NCLR.

National Forum of Hispanic Organizations
P.O. Box 50246
Washington, D.C. 20004
(202) 638-3068
Carmela Lacayo, Chairperson

Established in 1975, the Forum is composed of 19 national Hispanic Organizations whose representatives meet several times a year to develop and express a unified voice for Hispanics.

The purpose of the Forum is to (1) create a national focal point for the unified expression of Hispanic concerns and positions; (2) increase the cooperation, communication, and unity among Hispanic organizations and agencies; (3) encourage the development of national leadership, priorities, and strategies; and (4) undertake educational efforts that will promote an awareness of the history and cultural contributions of Hispanics.

The Forum strives to influence national policy and policymakers in order to achieve greater support on issues affecting Hispanics. By providing a forum for discussion, the organization develops priorities for the Hispanic community and national strategies to advance those priorities. Through their efforts, the Forum hopes to promote justice and the elimination of discrimination.

National Network of Hispanic Women
Stanford University
P.O. Box 4223
Stanford, California 94305
(415) 497-2733
Sylvia Castillo, Director

The purpose of the National Network of Hispanic Women is to create a network of Hispanic women professionals in higher education, the private sector, public sector (government agencies and nonprofit organizations), and in the government.

The Network has hosted round table discussions for Hispanic women in the corporate sector, in higher education, and in the public sector. The Network offers training workshops for Hispanic women in a number of areas and consulting services to those who want information about Hispanic women and their concerns.

The Network produces a quarterly newsletter, Intercambios Femeniles. An annotated resource directory of organizations of interest to Hispanic women professionals is currently being produced. The directory will also have a resume resource file of Hispanic women and their areas of expertise. The Network also sponsors events honoring women who have done outstanding work in their field. These receptions serve to bring together Hispanic women and other professionals, administrators, and decision makers in education, business, and the public sector.

National Origin Desegregation Assistance Centers (NODACS)

National Origin Desegregation Assistance Centers are funded by the U.S. Department of Education, Division of Equity Training and Technical Assistance, under Title IV of the Civil Rights Act of 1964. The Centers are responsible for providing technical assistance (planning, adopting, and implementing educational programs) and training to school districts that enroll limited and non-English-speaking pupils and underachieving language-minority students.

Among the many services NODAC provides to schools and community members are: assistance and technical advice to desegregation planners and other school district officials, especially those responsible for planning and implementation of programs and services to language minority students; identification and language assessment of national-origin minority students; development of instructional programs for language-minority students; and assistance in preparing language-minority parent/citizen groups for participation in the desegregation process.

Listed below are the nine National Origin Desegregation Assistance Centers and their areas of coverage. For those areas not covered, contact the State Education Agency.

Area A: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

NODAC
Institute for Urban and Minority Education
Teachers College, Columbia University
New York, New York 10027
(212) 678-3155
Herminio Martinez, Director

Area B: Alabama, Delaware, District of Columbia, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, Pennsylvania, South Carolina, Tennessee, Virginia, and West Virginia

NODAC
University of Miami
School of Education
P.O. Box 248065
Coral Gables, Florida 33124
(305) 284-3213
Gordon Foster, Director

Area C: Illinois, Indiana, Kansas, Louisana, Michigan, Minnesota, Ohio, and Wisconsin

NODAC
University of Wisconsin-Milwaukee
School of Education, Board of Regents
P.O. Box 413, Enderis Hall
Milwaukee, Wisconsin 53201
(414) 963-5663
Ricardo Fernandez, Director

Area D: Arkansas, Louisiana, and Texas

NODAC
Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228
(512) 684-8180
Jose Cardenas, Executive Director

Area F: Arizona, Nevada, and New Mexico

NODAC
University of New Mexico
College of Education
Multicultural Education Center
Albuquerque, New Mexico 87131
(505) 277-5706
Ray Rodriguez, Director

Area G: California south of the northern boundaries of San Luis Obispo, Kern, and San Bernardino Counties

NODAC
San Diego State Foundation
5300 Campanile
San Diego, California 92182
(714) 265-6656
Leonard Fierro, Director

Area H: That part of California not included in Area G

NODAC
Bay Area Bilingual Education League
255 S.E. 14th Street
Oakland, California 94606
(415) 451-0511

Area I: Alaska, American Samoa, Guam, Hawaii, Idaho, Oregon, Trust Territories, and Washington State

NODAC
Region IX
Northwest Regional Education Laboratory
Center for Bilingual Education
710 S.W. Second Avenue
Portland, Oregon 97204
(503) 248-6805
Francisco Garcia, Director

Trust Territories, Region X
Interface Consultants, Inc.
4600 S.W. Kelly Street
Portland, Oregon 97201
(503) 222-4564

National Puerto Rican Coalition (NPRC)
701 North Fairfax Street, Suite 310
Alexandria, Virginia 22314
(703) 684-0020
Mr. Louis Nunez, President

In order to foster the social, economic, and political well-being of all Puerto Ricans, the National Puerto Rican Coalition was established in 1977.

The Coalition has developed a three-part advocacy program on behalf of Puerto Ricans in the continental United States as well as in Puerto Rico. First, public policy analysis and research are conducted to help shape responsible public policy on behalf of the community. The Coalition's findings are presented to policymakers through apprearances before congressional and other policymaking forums. Second, NPRC serves as a network to promote effective and timely communication among Puerto Rican communities in the United States as well as in Puerto Rico. Finally, NPRC provides technical assistance to boards of directors and staff members of developing Puerto Rican agencies in planning for and administering social service and community development programs, in diagnosing and working through organizational management problems, and in developing a stable funding base.

NPRC has published several of their research efforts in the area of public policy and is in the process of developing a publications list.

National Puerto Rican Forum, Inc.
National Headquarters
450 Park Avenue South, 11th Floor
New York, New York 10016
(212) 685-2311
I. Michael Borrero, Director

The National Puerto Rican Forum is a nonprofit organization dedicated to the development of the Hispanic community.

The Human Development Center, located in Queens, New York, provides skills training and job placement. The Divisions of the Center are (1) Opportunities for Bilingual Secretaries; (2) Clerical and Fiscal Training; (3) Statistical Typist and Fiscal-Clerical Skills; (4) Entry and Intermediate Office Workers Training; (5) Job Development, Counseling, and Placement; and (6) Displaced Homemakers Services. One office in the Bronx houses the WIN (Workers Incentive Program), and the Manhattan office translates materials for the New York State Department of Social Services and develops bilingual materials for outreach and service efforts.

The Career Services and Job Placement Program operates in the Bronx, Chicago, Cleveland, Hartford, Miami, and Washington, D.C. This program provides career and job counseling and basic occupational language training to those with job skills. The Forum's services are free. Its constituents are unemployed individuals who are economically disadvantaged. Publications include The First Step to Equality (1979) and The Next Step to Equality (1981).

Northeast Pastoral Catholic Center for Hispanics
1011 First Avenue
New York, New York 10022
(212) 751-7045
Mario Paredes, Director

Hispanic immigrants in the Northeast region who need help in adjusting to their new environment in the United States are assisted by the Northeast Regional Catholic Center for Hispanics.

Services provided include counseling and referral and cultural awareness workshops. The Center cosponsors a Spanish Language Institute with the diocese of Brooklyn for seminarians, priests, nuns, and laypersons who want to learn Spanish and more about the Hispanic culture. The Regional Youth Task Force, made up of youth, sixteen to twenty-four, from twelve states, meets four times a year to discuss the needs of people in task-force members' areas. A Youth Institute is held in the summer; leadership workshops provide training in organizing the community to meet the needs of Hispanics. The National Hispanic Liturgy Conference provides religious training to Hispanic Catholics.

The Center publishes various religious and cultural monographs, books and pamphlets and a quarterly newsletter, Presencia. The Hispanic Community, the Church, and the Northeast ($4.00) provides demographic data and information on cultural and bilingual education in the Northeast.

Northwest Regional Office for Hispanic Affairs
412 West Chestnut Street, Box 1062
Yakima, Washington 98907
(509) 575-0410
Elisa Martinez, Regional Director

The goals of the Northwest Regional Office for Hispanic Affairs are to coodinate pastoral activities, act as spokespersons for human rights, develop lay leadership, and sensitize the Catholic church to the presence and needs of the Hispanic community.

The Regional Office provides resource people for the dioceses in the area of programs and personnel and provides resource people for those ministering to Hispanics. Workshops are provided on the family, women, organizational skills in ministry, migrant ministry, youth leadership, and development of pastoral youth programs. The Office also coordinates and initiates activities on behalf of Hispanics in the area of human rights and cooperates with the diocesan director to initiate and implement workshops to sensitize the clergy to Hispanic needs.

The Regional Office primarily serves the Hispanic community but is open to all who wish to participate in its activities. Other services offered by the Regional office include the provision of consultation, resource materials, and cultural orientation to the Hispanic community.

Project Double Discovery (PDD)
Columbia University
401 Ferris Booth Hall
New York, New York 10027
(212) 280-3895
Paula Martin, Director

Upward Bound and Talent Search are the two programs which make up Project Double Discovery. The Project's purpose is to provide services to low-income Harlem residents; a large portion of Hispanics are enrolled in PDD.

Upward Bound is a program for high school students, grades ten through twelve. The program identifies and encourages capable students who are reading below grade level. Tutoring and summer classes are given in the liberal arts, science, and math (including computer programming). Tutoring, college and personal counseling, and recreational activities complement the academic program. The program seeks to assist students in improving their level of achievement and in increasing their rate of high school graduation, college acceptance, and retention.

Talent Search offers counseling and referral services primarily to high school and college dropouts between the ages of 14 and 27. Talent Search provides academic, personal, and career counseling as well as college placement, GED (General Equivalency Diploma) referral, and vocational and technical training referral.

Puerto Rican and Latin American Studies Program
Fordham University
Dealy Hall, Room 405A
Bronx, New York 10458
(212) 579-2209
Pedro A. Caban, Director

The Puerto Rican and Latin American Studies Program at Fordham University serves to integrate a variety of courses designed to acquaint the student with the Puerto Rican and Latin American experiences and provides background to understand contemporary developments in literature, politics, sociology, economics, and history, both in Puerto Rico and Latin America as well as in the United States.

The Program has organized courses pertaining to Puerto Rico and Latin America, offers two minors--one in Puerto Rican Studies and another in Latin American Studies, and sponsors activities relevant to the understanding of important contemporary developments. The program is directed toward students at Fordham University.

For information on publications, contact Dr. Ronald Mendez-Clark (Modern Languages); and Dr. Douglas Gurak, Rev. Joseph Fitzpatrick, and Dr. Lloyd Rogler (Sociology); Dr. Carlos Stoletzer (History); and Dr. Claude Mangum (Afro-American Studies) at the Rose Hill Campus of Fordham University (Bronx, N.Y.).

Puerto Rican Association for Community Affairs, Inc. (PRACA)
853 Broadway, 5th Floor
New York, New York 10003
(212) 673-7320
David Lopez, Chief Executive Officer

Founded in 1953, The Puerto Rican Association for Community Affairs is the oldest Puerto Rican civil rights organization in the United States.

PRACA is committed to preserving the language, history, and art of the Puerto Rican people. The organization is also dedicated to developing positive self-images in Puerto Ricans both outside and within the community. PRACA is currently working on a nationwide bilingual/bicultural curriculum in early childhood education and the delivery of quality child-care services. PRACA shares resources with Puerto Rican organizations throughout the United States.

Some examples of PRACA's model service programs are the PRACA Day Care Center, the Alternative High School Program, and the Preventive Services Program. PRACA's Puerto Rican National Training Institute served for several years as an effective instrument in the development of other Puerto Rican advocacy groups around the country. Vocero, a quarterly newsletter, is primarily used to share information among members, funding sources, and the general public.

Puerto Rican Center for Lifelong Studies
Project D.A.R.E.
P. O. Box 6783, Loiza Station
Santurce, Puerto Rico 00914
(809) 726-3192
America Facundo, Director

In response to the need for educational alternatives for low-income Puerto Rican adults who are undereducated, unemployed, and unwilling or unable to enter traditional educational institutions, Project D.A.R.E. was created in 1978. The Project has 100 learners, 3 administrative staff and 3 instructors, and is organized as a collective where responsibilities and specific tasks are assigned according to experience of and time available to each member.

The Project believes education is a right, not a privilege; everyone is capable of learning when the educational process is relevant; the principal aim of education should be to develop the capacity for critical thought and decision-making without excluding the development of specific academic skills; and in the context of work, education should be an instrument for the transformation of reality. The Project does not "teach" participants, but rather facilitates their learning of what they deem relevant.

D.A.R.E.'s program is subdivided into four components: Discovering Alternatives for Relevant Education; Preparation for the GED; Training of Facilitators; and Networking and Advocacy.

Puerto Rican Congress of New Jersey ((PRC)
515 South Broad Street
Trenton, New Jersey 08611
(609) 989-8888
Enrique Arroyo, Executive Director

The statewide agency serving the community-development needs of New Jersey's 500,000 Puerto Rican and Hispanic residents is the Puerto Rican Congress of New Jersey. The Congress is a nonprofit corporation that was founded in 1971. PRC's Board of Directors are chosen in local conventions throughout various communities in New Jersey.

Over the years, the Congress has become an advocacy tool for Hispanics by making available training, technical assistance, and service delivery as well as by serving as an information disseminator. PRC plans, implements, and maintains rural health and neighborhood planning projects. The growth and prosperity of minority businesses is promoted by PRC's Business Development Center.

The Congress holds an annual convention every October. A newsletter, Caney Notes, is published. The research efforts of PRC have resulted in several publications concerning Hispanics; brochures on Congress activities, projects, and programs are also available.

Puerto Rican Legal Defense and Education Fund, Inc.
95 Madison Avenue, Suite 1304
New York, New York 10016
(212) 532-8470
Jack John Olivero, President

The provision of high-quality legal representation to the Puerto Rican community at large in order to secure fair and equal protection of the law and of the civil rights of Puerto Ricans is the commitment of the Puerto Rican Legal Defense and Education Fund. The group also promotes legal education and disseminates information among Puerto Ricans in order to increase the number of Puerto Rican lawyers serving the community and to make Puerto Ricans aware of their legal rights and duties.

The Fund accomplishes its work through two divisions: the legal division and the education division. The legal division has been involved in litigation concerning voting rights, employment and housing discrimination, the right to government benefits, and bilingual education. The education division assists college students who wish to attend law school with counseling, tutoring, and preparatory courses for the LSAT.

The group serves Puerto Ricans and Hispanics in general. Publications include a newsletter (PRLDEF Update) and the annual report.

Puerto Rican Studies Institute
Brooklyn College (CUNY)
Bedford Avenue and Avenue H
Brooklyn, New York 11210
(212) 780-5561
Maria E. Sanchez, Director

As a division of the Puerto Rican Studies Program (which offers a major of 27-33 credits in Puerto Rican Studies or helps students to integrate courses from the program into their primary major), the Puerto Rican Studies Institute encourages curriculum development and educational development in the area of Puerto Rican Studies and fosters artistic and cultural expression of the Puerto Rican people.

The Institute sponsors or cosponsors (with other college divisions or with organizations such as Puerto Rican Alliance or the Puerto Rican Alumni Association) such activities as conferences, lectures, or seminars. Two or three of these activities take place per semester. Counseling and referral services are offered to Hispanic students.

The Institute's Resource Center houses a library as well as sketches, paintings, historical documents, records, tapes, films, and the Institute's conference proceedings. The Resource Center also offers a roster of speakers and often advises other colleges and organizations who wish to set up bilingual programs and Latin American or Caribbean studies programs. The Institute primarily services the Brooklyn College community.

Puerto Rican Studies Program
Queens College
65-30 Kissena Boulevard, King Hall 213
Flushing, New York 11367
(212) 520-7783
Jesse Vazquez, Director

The Puerto Rican Studies Program at Queens College offers a variety of courses to Hispanic and non-Hispanic students. Emphasis is on history, literature, psychology, sociology, and political science. Courses focus on the Puerto Rican experience as it has developed on the United States mainland and on the island of Puerto Rico.

For non-Hispanic students, the program is aimed at broadening their perspectives. For the student of Puerto Rican background and heritage, the program serves to strengthen a sense of ethnic identity and provides knowledge of Puerto Rican traditions and history not otherwise available within the academic community. The program stresses an understanding of ethnicity in a multicultural society.

A concentration in Puerto Rican Studies, and an interdisciplinary major in Puerto Rican Studies are offered by the program. Students and faculty, through the Puerto Rican Studies Committee, play a vital part in the development of program policies and curriculum and in the daily and long-range operation of the program. The program serves students preparing for a career in education, counseling, or social work.

Puerto Rican Traveling Theatre Company, Inc.
141 West 94th Street
New York, New York 10025
(212) 354-1293
Miriam Colon Edgar, Director

The Permanent Theatre, the Training Unit, the Playwright's Unit, and the Touring Unit comprise the Puerto Rican Traveling Theatre Company. The Permanent Theatre forms the core of the Traveling Theatre's activities with an annual three-play season. The Training Unit is currently entering its fourteenth consecutive year, and offers free classes to over 250 students (from all ethnic backgrounds) who are fourteen years or older and have limited economic means.

The Playwright's Unit was founded in 1977 and allows writers from the Traveling Theatre's Beginning and Advanced Units to develop plays through private, weekly discussions and evaluation sessions. Works from the Unit are then read in the Traveling Theatre in the spring before producers, theatre company directors, agents, and the general public.

The Touring Unit has been operating for fifteen years. The Unit takes free productions to New York City's streets, parks, playgrounds, and community centers in the economically disadvantaged areas of Manhattan, the Bronx, Brooklyn, Staten Island, and Queens.

Solidaridad Humana
107 Suffolk Street
New York, New York 10002
(212) 260-2520
Luis Rodriguez, Executive Director

Solidaridad Humana is dedicated to the education of Hispanics. Their services are available at no cost and include orientation, counseling, assessment, and job placement.

Three programs provide services to different populations. The basic education program teaches English as a second language. The advanced education program has three components: GED component (prepares students for General Equivalency Diploma examination); precollege component (prepares students for college work); and the college component. The college component, implemented at Lehman College, La Guardia Community College and Empire State College, is geared toward the needs of Hispanic students enrolled there. The last program is technical; it teaches keypunch, data entry, and typing along with English. A CETA component (secretarial) is also part of the technical program.

The group also encourages students to become involved in the community to engage in cultural activities (plays, concerts, etc). Students at Solidaridad Humana must be at least 17-years-old.

Spanish-American League Against Discrimination (SALAD)
900 S.W. First Street, Suite 201
Miami, Florida 33130
(305) 324-0948
Mauricio Aldazabal, Executive Director

Founded in 1974, the Spanish-American League Against Discrimination strives to defend and promote the interests of the Hispanic population nationwide. SALAD encourages the educational, intellectual, economic, and social advancement of Hispanics and all peoples.

Through its participation in voter registration projects, bilingual education programs, and litigation activities, SALAD supports Hispanic involvement in policymaking, in the electoral process, and in the development of private enterprise. The organization strives to mobilize community support for programs aimed at fighting discrimination as well as those aimed at the provision of equal access and equal opportunity to Hispanics in education, employment, social services, housing, and the judicial system.

The League relies for its support on annual fees ($50) from its 2,500 members, the majority of whom are in Florida, New York, and Georgia. A newsletter is published quarterly.

Spanish Community Progress Foundation, Inc.
201 Palisade Avenue
Yonkers, New York 10703
(914) 423-2400
Fernando Fuentes, Director

Founded in 1968 by a local parish in Yonkers and incorporated in 1970, The Spanish Community Progress Foundation assists the Hispanic community in entering into the mainstream of American life and in maintaining its cultural heritage.

The Foundation helps clients in finding employment in civil service and the private sector. The Foundation keeps a resume bank. In conjunction with the city of Yonkers, the group runs a work experience program where individuals are trained in office or maintenance skills. Nominal fees ($1 to $3) are charged for translation. Members of the Foundation also offer interpretation services; help is given in filling out immigration forms or traveling to courts and agencies with clients in order to translate.

The group's clients are primarily the Hispanic residents of Westchester. Their publication, Demographic Residents Analysis of the Spanish Community of Yonkers is intended to help develop an understanding of the needs of the Hispanic community of Yonkers and of Westchester. The report is published biannually.

Thalia Spanish Theatre, Inc.
P.O. Box 4368
Sunnyside, New York 11104
(212) 729-3880
Silvia Brito, Director

Formerly the Dume Spanish Theatre, Inc., the Thalia Spanish Theatre is a nonprofit organization dedicated to the production of Spanish theater. The organization seeks to promote Hispanic pride in its cultural heritage.

The Theatre's yearly season consist of four productions with a total of ninety-six performances given only on weekends. Each production is supervised by a different director. A drama workshop for talented Hispanic actors meets twice weekly. The workshop offers students an opportunity to participate in productions by playing small parts. Students also participate on light and sound crews and as stage hands in order to gain experience in backstage technique.

The Thalia Spanish Theater primarily serve the large Hispanic community in the borough of Queens, New York.

Urban Institute
2100 M Street, N.W.
Washington, D.C. 20037
(202) 223-1950
William Gorham, President

A nonprofit policy research and educational organization established in 1968, the Urban Institute investigates the social and economic problems confronting the nation as well as government policies and programs designed to alleviate such problems. The Institute disseminates the significant findings from its research through the Urban Institute Press. The Institute has two goals for work in each of its research areas: to help shape thinking about societal problems and efforts being made to solve them, and to improve government decisions and performance by providing better informational and analytical tools.

The Urban Institute primarily serves legislators, policymakers, and interested individuals and groups. The Institute has an extensive publications program (write for catalogs) and also produces a Policy and Research Report three times a year.

The Institute has recently initiated a two-year research effort designed to study the economic, social, and political ramifications of the increase in the Hispanic population in Southern California.

Visual Arts Research and Resource Center
Relating to the Caribbean (VARC)
Caribbean Cultural Center
408 West 58th Street
New York, New York 10019
(212) 307-7420
Marta Morena Vega, Executive Director

The compilation and dissemination of information about the traditions of the Caribbean is the purpose of the Visual Arts Research and Resource Center. The focus of Center activities is on making the Caribbean culture better known and more readily accessible to all New Yorkers. The goal of VARC is to promulgate cross-cultural understanding.

Services available include musuem projects, exhibitions, conferences, and international expressions festivals and film festivals. The Center has two exhibition galleries and an audiovisual library. The Center's programs are directed to a diverse audience. Lecture demonstrations and folkloric performances reach schools, universities, senior citizen centers, and correctional institutions.

The Center publishes Caribe, a quarterly magazine which provides a forum for the discussion of the history and culture of the Caribbean people. Past issues have been devoted to such subjects as the emergence of a Caribbean aesthetic, Afro-Brazilian culture, the Orisha tradition in the Diaspora, African influence on American music, and the dance aesthetics of African-derived cultures.

HOW TO USE ERIC TO ACCESS INFORMATION ON HISPANICS

ERIC is a nationwide information data base that makes available through hundreds of libraries and information centers unpublished, hard-to-find documentation on all phases, levels and subject areas of education. The data base contains a variety of documentation--including research reports, program descriptions, position papers, bibliographies, instructional materials and monographs--related to Hispanics and education.

The ERIC data base reflects the wide range of social and cultural concepts encompassed by the term, "Hispanic." Documentation ranges from a focus on distinct groups--for example, Cubans, Dominicans, and Puerto Ricans--to an emphasis on broad social or cultural designations such as Spanish and Latin America.

Following are index terms used to describe ERIC documents related to Hispanics.

SPECIFIC GROUP	BROAD GROUP
Braceros	Hispanic Americans
Mexican Americans	Latin Americans
Spanish Americans	Spanish Speaking
Cubans	Hispanic American Culture
Dominicans	Hispanic American Literature
Puerto Ricans	
Puerto Rican Culture	
Mexican American Literature	
Mexican American Education	
Mexican American History	

In addition, many ERIC documents reflect educational concepts that are pertinent to a discussion of Hispanics and education.

Bilingual Education	Bilingualism
Bilingual Schools	Bilingual Students
Bilingual Teachers	Bilingual Teacher Aides
English (Second Language)	Language Dominance
Language Enrichment	Language Maintenance
Second Language Instruction	Second Language Learning

Information in ERIC can be assessed by using three basic reference tools. The first two, Resources in Education (RIE) and Current Index to Journals in Education (CIJE) are journals which announce new system entries and articles from the periodical literature. The third, the Thesaurus of ERIC Descriptors, contains the controlled vocabulary of terms (called descriptors) used to reference ERIC resources.

Resources in Education is a monthly abstract journal which announces and describes recently acquired research reports, descriptions of outstanding programs, and other documents of educational significance. RIE is indexed by subject, author, insitutional source/sponsoring agency, publication type, and ERIC Clearinghouse accession number.

Current Index to Journals in Education is a monthly guide to the periodical literature with coverage of more than 750 major education and education-related periodicals. CIJE includes an annotated main entry section, and subject, author, and journal title indexes.

The Thesaurus of ERIC Descriptors contains the controlled vocabulary of terms (called descriptors) that are used to index and retrieve documents. The Thesaurus consists of a section containing the entire body of descriptors arranged alphabetically, and three sections that illustrate the relationship among various groups of descriptors.

The ERIC data base can be searched using two methods: manual searching and computer searching. Both methods require a familiarity with ERIC indexing terminology contained in the Thesaurus of ERIC Descriptors. Since ERIC uses a controlled vocabulary to index resources, a user must first identify those terms (descriptors) that appropriately describe the concept(s) relevant to the search. For example, a teacher interested in locating classroom materials that focus on Chicano history would discover through use of the Thesaurus that ERIC resources would be indexed under the term, "Mexican History." A search of the RIE and CIJE subject indexes that used "Chicano" as a referent would fail to yield any sources, since "Chicano" is not the index term used to access literature on Mexican Americans.

A useful strategy for conducting manual or computer searches of ERIC involves the formulation of a brief phrase or statement reflecting the information need or problem. The phrase should include the population addressed, the important concept(s), and desired format, if any (i.e., curriculum guide, bibliography). For example, the principal of a secondary school interested in locating the literature describing the relationship between bilingual learning and academic achievement may, as a first step, form the following phrase:

> effects of bilingual education on academic achievement
> of hispanic high school students.

The constituent elements of the phrase could be identified in terms of

> Hispanic students
> high schools
> academic achievement
> bilingual education.

By checking the Thesaurus the principal would be able to identify the terms used in ERIC that correspond to the important concepts of her search. A manual search could then be conducted using the subject indexes of RIE and CIJE. Since the terms, "high schools" and "academic achievement," are very broad and the principal is interested specifically in Hispanic students, she would probably want to begin her search using the appropriate Hispanic terms such as Puerto Ricans and Cubans. Following each term (descriptor) in the subject index of RIE are listed the titles and ERIC document (ED) numbers of related resources. The principal would then write down the numbers corresponding to the titles of potentially useful documents and turn to the main entry section, which is arranged in numerical sequence, i.e., ED 200 001, ED 200 002, etc. The abstract will provide a summary of the document, and the principal can then determine whether she wishes to read the entire document. Journal articles announced (and annotated) in CIJE are listed by ERIC Journal (EJ) numbers--also arranged sequentially in the main entry section.

A computer search of the ERIC data base is a thorough and efficient method of acquiring information. Computer searching may be conducted by an ERIC Clearinghouse or through one of the organizations listed in the ERIC publication, Directory of ERIC Search Services. The process consists of formulating a statement of the information needed and translating the major concepts into terms from the Thesaurus. Based on the preceding example, a search strategy would consist of four terms. The computer would select the resources in ERIC in which all of the four terms appeared.

Manual and computer searches result in the identification of potentially useful documents or journal articles, the description of which appears in the main entry section of RIE and CIJE respectively. Included in each entry are bibliographic information (title, author, institution, date of pbulication), a list of terms (descriptors) describing the document or journal article, and an objective statement of the contents of the document or journal article (abstract). A review of the descriptors will provide an indication of the emphasis of the document or article. Major emphasis on a particular topic is denoted by the appearance of an asterisk following the descriptor.

If the searcher decides, based on the abstract, that he or she would like to read the actual document, it can be found on microfiche. The locations of facilities housing microfiche collections can be found in the ERIC publication, Directory of ERIC Microfiche Collections. ERIC does not make available reproductions of journal articles since the journals can be found in numerous libraries.

Each of the sixteen clearinghouses of the ERIC system publishes information analyses monographs and fact sheets on important topics. In addition, several system publications are available that describe ERIC and how to use it:

All About ERIC (bib info)
How to Start an ERIC Collection (")
Empezando Una Colleccion ERIC (")
ERIC Enfocado (")
Directory of ERIC Microfiche Collections
Directory of ERIC Search Services .

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